



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

7690 E. Williams Dr., Scottsdale, AZ 85255

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Sam Cianfarano  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-6  
 Web Address : www.pvschools.net  
 Phone Number : (480) 538-7120  
 Fax Number : (480) 538-7125  
 E-mail : scianfarano@pvusd.k12.az.us

### Mission

Pinnacle Peak Elementary is committed to achieving high academic standards and a lifelong love of learning. Through a partnership between school, family, and community, students will maximize their potential using the Core® Knowledge sequence and state and district standards. As a diverse community of learners, we will encourage a cooperative and collaborative effort to maintain a safe, healthy and respectful environment.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Implement Core® Knowledge in all curricular areas; maximize the use of technology to enhance student learning; implement Accelerated Reader to improve student reading comprehension and to track student progress; complete Long Range Planning process.
- ü Maintain a philosophy of continuous progress and emphasize improving student achievement by analyzing disaggregated data results from AIMS and Terra Nova testing. Action plans created by grade level to address standards identified for improvement.
- ü Continue implementation of Olweus Bully Prevention. Refine strategies and procedures for dealing with bullies, victims and bystanders. Continue emphasis on Life Skills to foster respect and good citizenship. Provide positive role models for students.

### Enrollment

October 1, 2005 School Year Student Enrollment : 902  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
 Number of Students Attending Under Open Enrollment in 2005-06 : 23

## Instructional Programs

- ü Core® Knowledge Curriculum
- ü Reading Intervention Program
- ü Honors Program
- ü Integrated Curriculum/Instruction
- ü Accelerated Reader
- ü Foundations

## Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

PPES provides students with a safe, healthy environment conducive to learning, enabling students to develop their potential academically, socially, emotionally and physically. Students will become decision makers and productive members of society.

### Parents

Pinnacle Peak encourages and invites parents to participate in the education of their children. Parent involvement is a key factor in the success a child attains at school. Parents are greeted as partners in our school.

## Transportation Policy

Bus transportation services are provided for kindergarten students who reside more than one-half mile from the school, and for 1st through 6th grade students residing more than one mile from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Aeronautics Award 1st Place	2005
ü Milken Foundation Award	2004
ü Paradise Valley District Purchase Award	2003
ü Multiple Winners AZ Duck Stamp Awards	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2516	80010	100	99	99	495	464	447	1	7	10	2	13	18	44	51	53	53	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1236	38935	100	100	99	491	462	447	2	7	9	2	13	19	49	54	55	48	27	17
Male	65	1279	40974	100	98	98	499	465	448	NA	7	11	3	13	18	38	48	52	58	32	19
African American	--	88	4201	--	100	99	--	447	430	--	11	17	--	17	23	--	60	51	--	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	121	1762	35142	100	99	99	495	475	465	1	3	5	2	9	11	43	52	56	54	36	28
Students with Disabilities	NC	347	10161	NC	93	93	NC	440	419	NC	16	28	NC	28	28	NC	39	36	NC	17	8
Students without Disabilities	119	2169	69849	100	100	100	498	467	451	1	5	7	1	11	17	43	53	56	55	31	19
Limited English Proficient Students	--	244	14013	--	97	97	--	395	413	--	41	24	--	36	34	--	23	39	--	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	599	39029	--	99	98	--	437	432	--	14	14	--	21	25	--	52	52	--	13	9
Non-Economically Disadvantaged	128	1917	40981	100	99	100	495	472	462	1	5	6	2	10	13	44	50	54	53	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2495	79438	100	98	98	493	466	451	NA	7	9	5	15	24	66	60	56	29	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1227	38775	100	99	99	496	471	457	NA	6	7	5	14	22	60	60	58	35	20	13
Male	65	1267	40560	100	97	97	491	462	446	NA	9	12	6	16	25	71	61	54	23	15	9
African American	--	88	4178	--	100	98	--	457	439	--	10	13	--	19	29	--	58	52	--	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	121	1748	34887	100	98	98	494	479	471	NA	3	4	5	11	15	66	65	63	29	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	119	2166	69850	100	100	100	497	470	456	NA	5	7	2	13	23	67	63	59	31	18	12
Limited English Proficient Students	--	239	13856	--	95	96	--	385	407	--	49	27	--	38	43	--	13	29	--	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	588	38685	--	97	97	--	437	435	--	17	14	--	26	32	--	52	50	--	6	5
Non-Economically Disadvantaged	128	1907	40753	100	99	99	493	475	467	NA	5	5	5	12	16	66	63	62	29	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2525	79971	100	99	99	481	446	423	NA	4	8	7	27	41	79	63	49	14	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1240	38974	100	100	99	489	459	437	NA	2	5	6	21	33	75	68	57	19	9	4
Male	65	1284	40895	100	99	98	474	433	410	NA	6	10	8	33	47	83	58	41	9	3	2
African American	--	87	4203	--	99	99	--	426	411	--	5	11	--	40	45	--	53	43	--	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	121	1773	35150	100	99	99	483	457	437	NA	2	5	6	23	35	79	69	56	15	7	5
Students with Disabilities	NC	361	10258	NC	97	94	NC	408	377	NC	13	23	NC	42	51	NC	43	25	NC	2	1
Students without Disabilities	119	2164	69713	100	100	100	485	451	429	NA	3	5	4	25	39	81	66	52	15	6	3
Limited English Proficient Students	--	241	13985	--	96	97	--	369	382	--	22	18	--	59	54	--	19	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	602	38994	--	99	98	--	415	409	--	9	10	--	44	47	--	45	41	--	2	1
Non-Economically Disadvantaged	128	1923	40977	100	99	100	481	455	437	NA	3	5	7	22	34	79	68	56	14	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2517	80147	100	99	99	528	502	482	1	7	11	2	10	17	45	46	49	52	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1217	39281	100	99	99	526	503	483	2	6	9	2	11	17	44	45	50	53	38	24
Male	67	1297	40780	100	99	98	529	502	482	NA	7	12	3	9	17	46	47	48	51	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	NC	554	33494	NC	98	99	NC	470	466	NC	16	15	NC	20	23	NC	45	49	NC	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	117	1761	36122	100	99	99	527	514	501	1	3	5	3	6	10	45	46	50	51	45	35
Students with Disabilities	NC	375	10295	NC	95	92	NC	461	443	NC	24	33	NC	20	26	NC	40	33	NC	16	8
Students without Disabilities	118	2142	69852	100	100	100	531	509	488	1	4	7	1	8	16	44	47	51	54	41	26
Limited English Proficient Students	--	198	12722	--	98	97	--	428	441	--	37	27	--	32	33	--	29	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	610	38371	--	97	97	--	470	465	--	15	15	--	19	23	--	50	49	--	16	13
Non-Economically Disadvantaged	126	1907	41776	100	100	100	528	513	498	1	4	6	2	7	11	45	45	49	52	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2496	79686	100	98	98	516	488	470	1	7	11	3	14	24	64	63	57	32	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1211	39163	100	99	99	528	494	475	2	6	9	NA	12	22	51	63	60	47	19	10
Male	67	1282	40438	100	97	97	505	483	465	NA	9	13	6	16	25	76	63	54	18	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	NC	549	33299	NC	97	98	NC	452	452	NC	22	17	NC	28	32	NC	45	47	NC	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	117	1746	35914	100	98	98	516	500	489	1	3	5	3	9	15	62	68	67	33	19	14
Students with Disabilities	NC	353	9808	NC	89	87	NC	451	432	NC	25	35	NC	27	32	NC	42	30	NC	6	3
Students without Disabilities	118	2143	69878	100	100	100	519	494	475	1	4	8	1	12	23	64	67	61	34	17	9
Limited English Proficient Students	--	195	12594	--	97	96	--	408	422	--	51	34	--	36	45	--	12	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	601	38095	--	96	97	--	454	452	--	19	17	--	26	32	--	50	48	--	5	3
Non-Economically Disadvantaged	126	1895	41591	100	99	99	516	499	486	1	4	6	3	10	16	64	67	65	32	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2507	80372	100	99	99	533	500	475	NA	3	4	6	16	30	82	75	64	13	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1217	39452	100	99	99	546	511	488	NA	2	3	2	11	22	78	79	72	20	9	3
Male	67	1287	40836	100	98	98	521	490	464	NA	3	6	9	21	37	85	72	56	6	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	NC	551	33608	NC	98	99	NC	467	462	NC	7	6	NC	30	36	NC	62	57	NC	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	117	1754	36213	100	99	99	532	510	489	NA	1	2	4	12	22	84	79	72	12	8	3
Students with Disabilities	NC	370	10526	NC	94	94	NC	455	427	NC	9	15	NC	43	53	NC	46	31	NC	1	1
Students without Disabilities	118	2137	69846	100	100	100	537	508	482	NA	1	3	2	12	26	85	80	69	14	7	2
Limited English Proficient Students	--	193	12747	--	96	97	--	416	432	--	17	12	--	53	52	--	31	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	608	38521	--	97	98	--	468	461	--	7	6	--	31	38	--	61	55	--	2	1
Non-Economically Disadvantaged	126	1899	41851	100	99	100	533	511	489	NA	1	3	6	12	22	82	80	72	13	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2706	79306	99	99	99	542	519	504	2	8	13	6	15	20	53	50	49	39	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1326	38845	100	99	99	546	519	505	4	7	11	6	16	20	48	52	50	43	25	18
Male	55	1379	40383	98	99	98	538	520	504	NA	9	14	5	15	19	58	49	47	36	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	102	1893	36234	99	99	99	541	531	523	2	5	6	6	10	13	54	53	52	38	33	28
Students with Disabilities	NC	358	10286	NC	95	91	NC	477	462	NC	32	41	NC	23	27	NC	37	27	NC	9	5
Students without Disabilities	101	2348	69020	99	100	100	546	525	510	NA	4	9	4	14	18	54	52	52	42	29	21
Limited English Proficient Students	--	182	10291	--	99	96	--	450	458	--	45	38	--	38	34	--	16	26	--	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	108	1997	41869	99	100	100	542	530	521	2	5	7	6	11	14	53	52	51	40	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2702	79000	99	99	98	526	503	489	2	7	10	6	17	24	69	63	58	23	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1321	38774	100	99	99	530	510	494	4	5	7	2	15	22	69	64	61	26	16	10
Male	55	1380	40150	98	99	98	521	497	485	NA	9	12	11	18	25	69	62	55	20	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	102	1888	36135	99	99	98	526	515	508	2	4	4	7	10	14	69	68	67	23	18	15
Students with Disabilities	NC	352	9991	NC	94	88	NC	464	449	NC	25	33	NC	29	36	NC	41	29	NC	5	2
Students without Disabilities	101	2350	69009	99	100	100	530	509	495	NA	4	6	5	15	22	70	66	62	25	15	10
Limited English Proficient Students	--	182	10199	--	99	95	--	426	439	--	55	35	--	34	47	--	10	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	108	1994	41766	99	99	99	526	513	505	2	4	5	6	11	16	69	67	65	23	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2704	79611	99	99	99	549	516	496	1	4	7	9	24	37	85	70	56	5	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1330	39016	100	100	99	561	529	511	NA	3	4	7	17	29	85	77	66	7	3	1
Male	55	1373	40519	98	99	98	538	505	482	2	6	10	11	31	44	85	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	102	1892	36380	99	99	99	548	526	511	1	3	4	10	20	30	84	75	65	5	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	101	2345	68947	99	100	100	557	524	504	NA	2	4	6	21	34	89	75	61	5	2	1
Limited English Proficient Students	--	181	10362	--	99	97	--	425	438	--	24	22	--	62	57	--	14	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	108	1998	41985	99	100	100	549	526	511	1	3	4	9	19	30	85	76	65	5	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2629	79327	98	99	98	561	535	518	2	10	19	5	15	20	60	52	46	34	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1291	38961	98	99	98	567	538	520	NA	9	16	5	15	20	55	54	48	40	23	16
Male	59	1337	40295	98	99	97	554	533	516	3	12	21	5	15	19	64	51	44	27	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	NC	29	4391	NC	100	96	NC	512	489	NC	17	32	NC	17	27	NC	55	36	NC	10	4
White	106	1879	36373	98	99	98	563	545	538	1	6	10	5	12	14	58	55	52	36	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	115	2286	70006	99	100	100	563	543	524	2	6	14	4	13	19	59	56	49	35	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	117	2011	42230	98	99	99	562	545	535	2	7	11	4	12	15	60	53	50	34	27	24

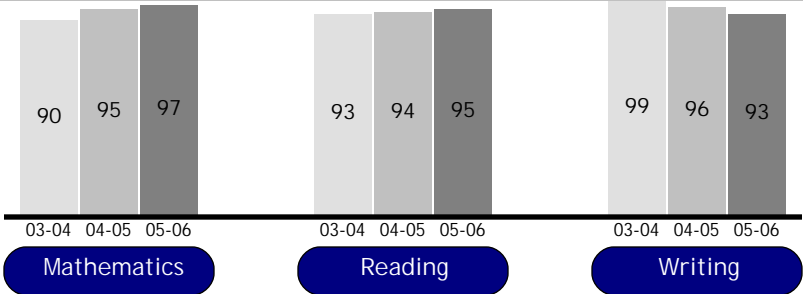
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	2634	79501	99	99	98	530	513	497	2	6	10	7	17	25	81	70	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	1296	39062	100	100	99	535	519	502	2	4	8	7	15	23	77	72	64	15	10	5
Male	59	1337	40368	98	99	98	524	507	491	2	8	13	7	19	27	85	69	57	7	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	NC	29	4401	NC	100	96	NC	493	473	NC	10	17	NC	21	40	NC	69	43	NC	NA	1
White	107	1885	36446	99	100	99	532	522	516	1	3	4	6	12	15	81	76	73	12	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	115	2285	70090	99	100	100	532	519	502	1	3	7	6	14	24	82	75	65	11	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	118	2014	42318	99	100	99	530	521	513	2	3	5	6	13	17	81	75	70	11	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2642	80000	98	100	99	614	587	564	1	1	3	1	6	11	61	74	75	38	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1295	39288	98	100	99	630	602	579	NA	1	2	NA	3	6	53	71	77	47	26	16
Male	59	1346	40644	98	100	98	598	572	549	2	2	4	2	9	15	68	78	74	29	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	NC	29	4424	NC	100	97	NC	565	549	NC	3	3	NC	7	14	NC	86	77	NC	3	5
White	106	1886	36602	98	100	99	617	594	579	NA	1	2	1	5	7	59	73	75	40	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	115	2285	70081	99	100	100	616	594	571	1	1	2	NA	3	7	60	75	79	39	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	117	2022	42466	98	100	100	615	594	578	1	1	2	1	4	7	60	73	75	38	22	16

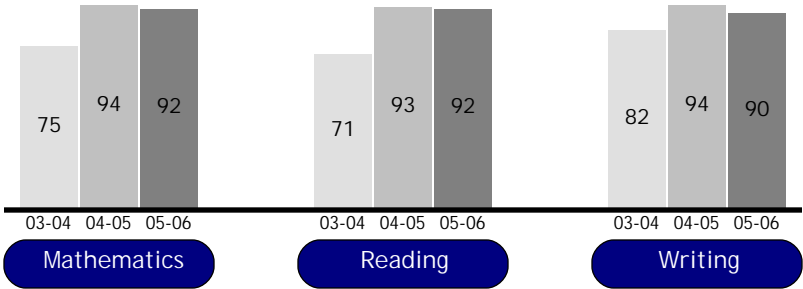
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	75	NA	58	99	69	55	47	100	72	56	46
	Language	100	79	59	50	99	71	55	47	100	76	58	48
	Mathematics	99	83	68	64	100	71	56	50	100	70	58	52
3	Reading	98	77	NA	55	100	74	56	44	100	80	61	46
	Language	99	84	69	61	100	70	55	44	100	79	58	46
	Mathematics	98	83	69	61	100	72	60	51	100	79	63	52
4	Reading	93	75	NA	56	100	71	58	48	100	82	65	52
	Language	93	71	63	52	100	68	57	49	100	80	65	52
	Mathematics	93	79	72	61	100	73	61	53	100	82	70	58
5	Reading	99	74	NA	55	100	69	58	50	99	76	65	56
	Language	99	68	60	49	100	72	59	50	99	78	65	54
	Mathematics	99	83	72	63	100	70	57	49	99	75	63	52
6	Reading	98	83	NA	56	99	72	61	51	99	75	67	56
	Language	97	77	61	48	99	68	57	47	98	75	61	50
	Mathematics	98	88	76	66	99	73	62	52	98	80	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Curriculum Planning
- Ü School Report Card
- Ü Community Survey
- Ü District Resource Allocation
- Ü Implementation of Bully Program

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	2.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	1	5	0	0
10 or more years	3	22	0	2

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Climbing Wall
- Ü Fantastic Media Center

### Extracurricular Activities

- Ü Foreign Language Program
- Ü Chess Club
- Ü Homework Clubs
- Ü After School Sports
- Ü Spanish
- Ü Gymnastics
- Ü Keyboarding (music)
- Ü Targeted Tutoring

### Social Services

- Ü Boys & Girls Clubs of Scottsdale
- Ü Full Day Kindergarten
- Ü Clothing/Food Banks
- Ü Breakfast/Lunch Programs

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Two National Board Certified staff members
  
- ü Wal-Mart Teacher of the Year.
  
- ü 2004-2005 Art Educator of the Year.
  
- ü Multiple Wells Fargo Teacher's Partner Program Grant winners.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	96	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have established a safety committee composed of staff, parents, teachers and principal to collaborate on any and all safety issues. We also have a Crisis Intervention Team to implement the District Crisis Plan, when necessary. Following exhaustive research by our School Council, Pinnacle Peak implemented the Olweus Bully Prevention Program schoolwide in 2004-2005 as a component of our schoolwide discipline plan.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Mike Lee	(480) 538-7120
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Jane Tate	(602) 867-5110
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Casey Perkins	(480) 538-7120
Student Health/Nurse	Betsy Kocsis/Brend Keutzer	(480) 538-7120

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 100 Copies = \$39.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.